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AUTHOR	Moll, Anne M.
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ABSTRACT

This book explores the cortical issues related to differentiation of instruction for students with disabilities in inclusive classrooms. Included in the book is a step-by-step decision making process for developing, implementing, and assessing instruction that is differentiated for the levels of learners presented in any teaching situation. The differentiating process includes the following seven steps: (1) focus on the foundation for differentiation, including content requirements, student influences, instructional components, and assessment techniques; (2) analyze the curriculum using 14 essential curricular questions; (3) analyze student needs by answering 14 essential student questions; (4) bridge the gaps between the two sets of questions to determine where instruction will meet the student's needs and where gaps exist; (5) design the instruction by applying information to the components of an effective instructional lesson; (6) outline the actions and responsibilities for implementing a differentiated lesson; and (7) plan, implement, assess, and refine the differentiated lesson. The book provides specific questions and forms for each step of the process. Chapters also include work areas for evaluating comprehension and case studies. The book closes with black line masters and appendices that include a sample lesson plan. A resource list is also included. (Contains 21 references.) (CR)

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